



Primary 1 Term 3 English Reader



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Primary 1 Term 3 English Reader



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Foreword

The present book “English Primary 1, Term 3” was produced in 2013 by REB and funded by USAID through the EDC/L3 project. The aim of this book is to enhance the English language culture among Primary 1 children during their lower level of primary education. This will allow them to grow up with the language skills that are fundamental for quality education, including reading, writing, listening and speaking.

This book will help learners acquire the above English language skills, which will be developed progressively through exercises that are found in each lesson. The book was written following an approach that progresses from simple to more complex concepts and vocabulary during the learning process. This approach will help the learner in his/her daily learning activities and situations as he/she develops effective English language skills and knowledge. It is supplemented with audio lessons that will especially enhance the learner’s ability to listen and speak in English.

The book was written based on research carried out in education on effective teaching and learning with learner-centered methodologies that encourage children to actively read, write, listen and speak.

It is hoped that children who will learn using this book and the related audio materials will grow up having basic English language skills and knowledge, which hopefully they will be able to apply in their environment and surroundings. It is in this regard that people with various English language education capabilities and specialties were involved in the design and development of this book to ensure its success in contributing to teaching and learning inside and outside of the classroom.

We therefore sincerely thank all of the people who have participated in the writing and editing of this book. They are helping children develop English language skills at the early stage of their learning process. We also request people who read this book to give their ideas for its improvement for the eventual benefit of its future users.

Dr. John RUTAYISIRE

Director General of Rwanda Education Board (REB)

Note to Parents



Note to parents and family members for the daily readers

This guide provides information to parents and family members about the daily readers produced by the Rwanda Education Board. In the guide, the word “parent” refers to parents, guardians, and caregivers who help children learn to read and write.

Supporting your child’s learning

Reading with children in the early years encourages a positive attitude towards books and reading. It also provides an opportunity for children to think of themselves as successful readers. You can help your child become a good reader – and enjoy reading – by asking him/her to read out loud to you, to a family member, or to a neighbour. By doing so, you will show your child that learning to read is important. You will also help him/her to develop his/her reading and writing skills. With regular practice at school and in the home, your child will develop fluency in reading and writing.

Please insist that your child brings home a reader from school every day. Set aside at least **15 minutes** each day for your child to read the weekly story. As he/she reads, encourage him/her to place his/her finger under the letter or word that he/she is reading; this will keep him/her focused on the letter or word.

If your child comes across a word he/she doesn’t know, use the “pause, prompt and praise” technique:

Pause – wait a few seconds and give your child enough time to quickly think. Often he/she will work it out.

Prompt – if he/she doesn’t know the word, try the following:

- Look at the letters and sounds in the word.
- Look for clues in the pictures.
- Go back to the beginning of the sentence.
- Read the sentence again.

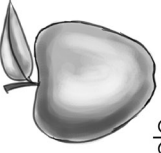

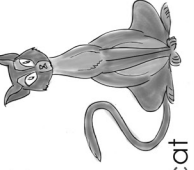

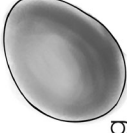
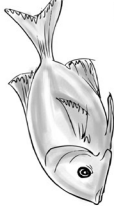



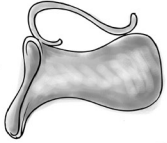






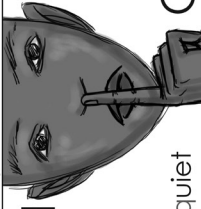
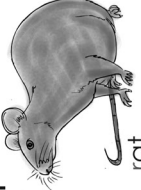
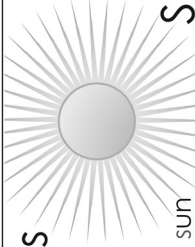
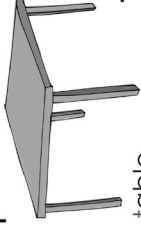
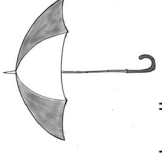





Praise – provide praise for getting the word right and/or trying hard.

In addition, you can help your child complete the activities at the end of each story to check if your child is making progress. Remember everyone learns at a different pace. But everyone will learn. It just takes time, practice and support. Whenever and wherever possible, encourage your child and show that you have confidence in his/her abilities.

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Alphabet chart

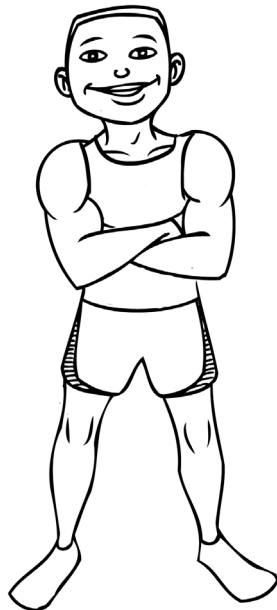
a	 apple	A	b	 ball	B	c	 cat	C	d	 dog	D	e	 egg	E
f	 fish	F	g	 goat	G	h	 hen	H	i	 impala	I	j	 jug	J
k	 key	K	l	 lamp	L	m	 monkey	M	n	 nose	N	o	 ostrich	O
p	 pen	P	q	 quiet	Q	r	 rat	R	s	 sun	S	t	 table	T
u	 umbrella	U	v	 van	V	w	 window	W	x	 x-ray	X	y	 yam	Y
									z	 zebra	Z			

1

Sam

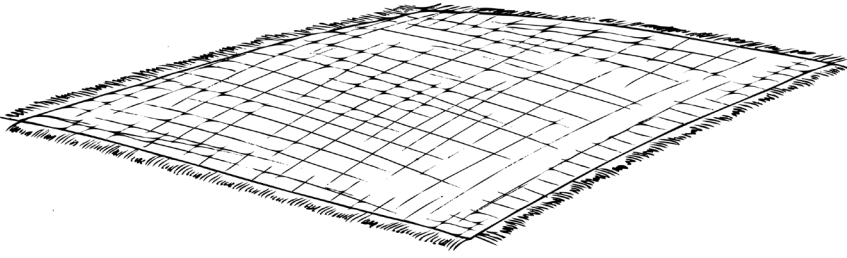


2



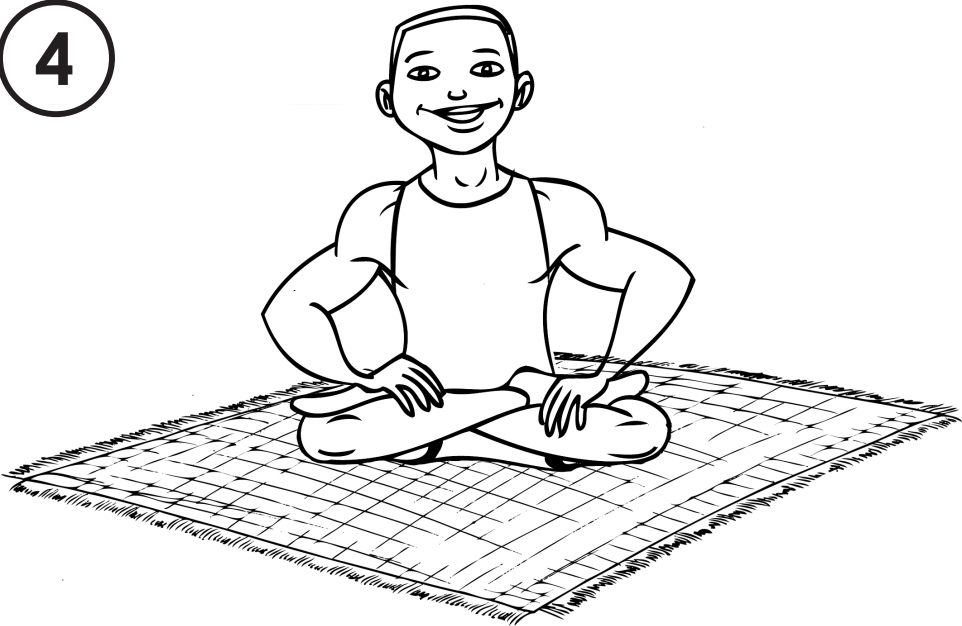
Sam

3



A mat.

4



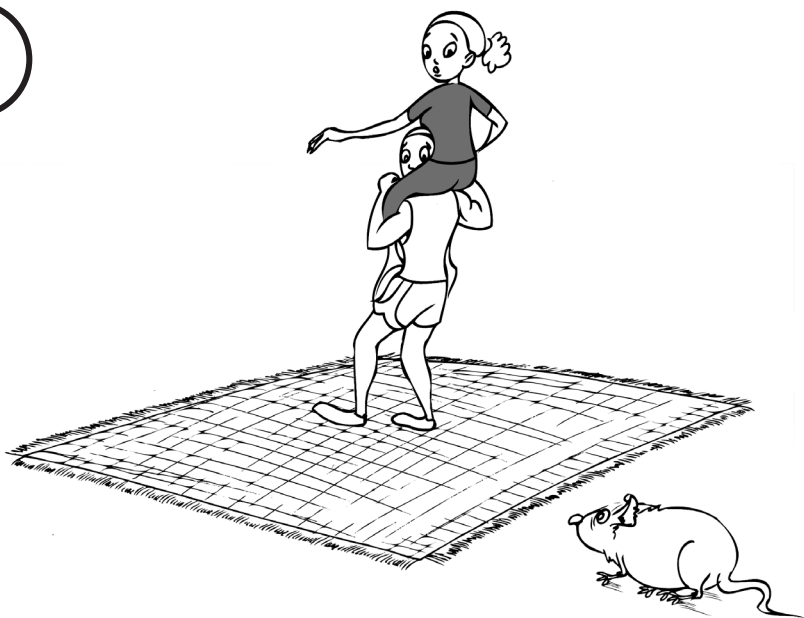
Sam sat.

5



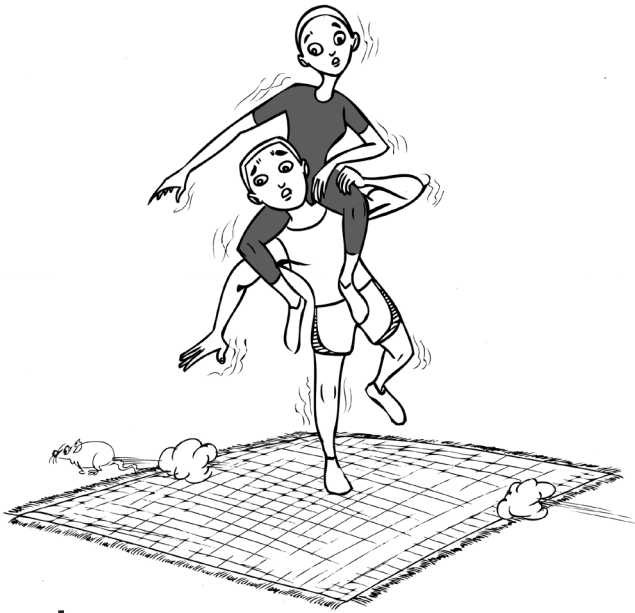
Tam sat.

6



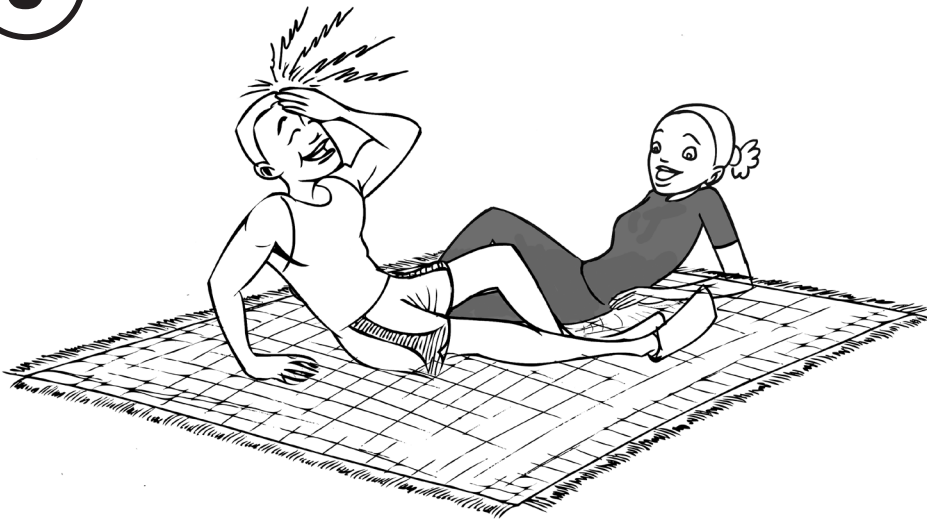
A rat.

7



Oh no!

8



Sam!

Sight word:

no

Read these words:

rat

bat

hat

ham

ram

dam

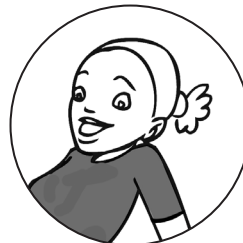
Complete the words:



r_t



S_m



T_m

1

The Hat

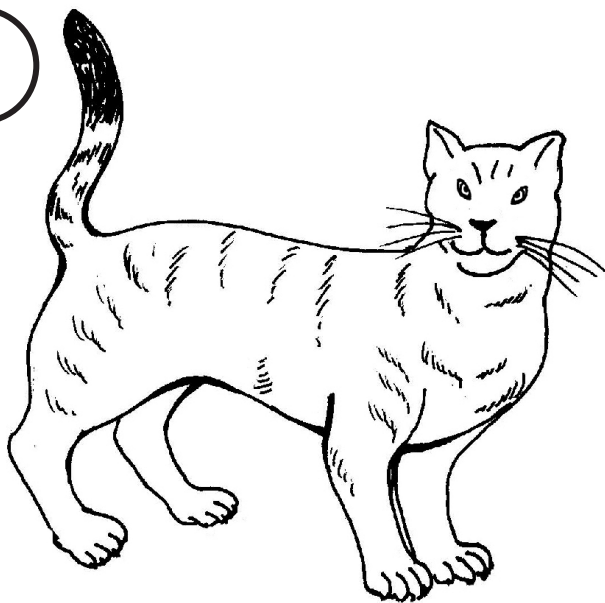


2



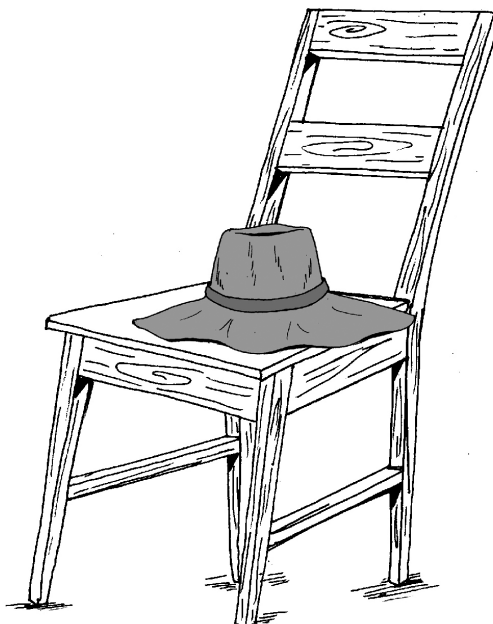
Nat

3



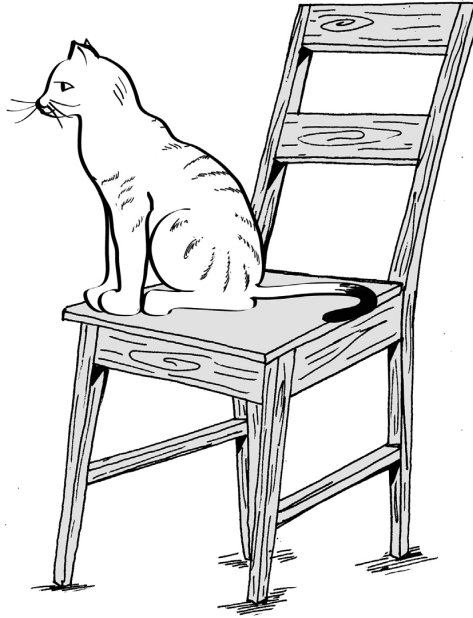
The cat.

4



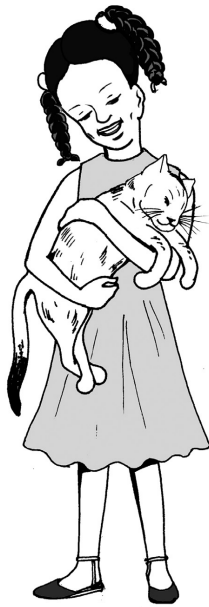
The hat.

5



Cat sat.

6



Nat has a cat.

7



Nat sat.

8



Oh no! The hat.

Sight word:

the

Read these words:

cat

hat

mat

dad

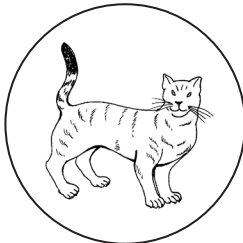
mad

sad

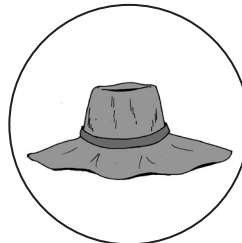
Complete the words:



N_t



c_t



h_t

1

Hot Dog

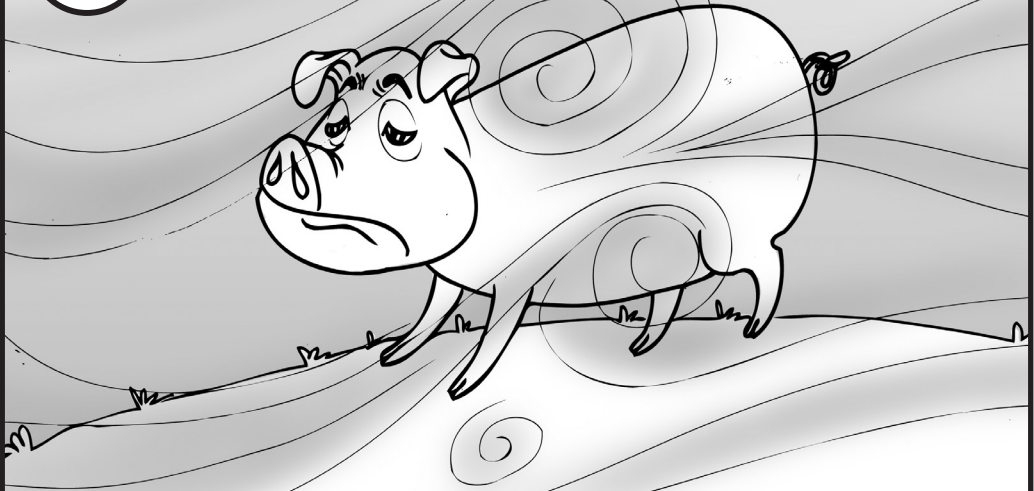


2



A dog in fog.

3



A hog in fog.

4



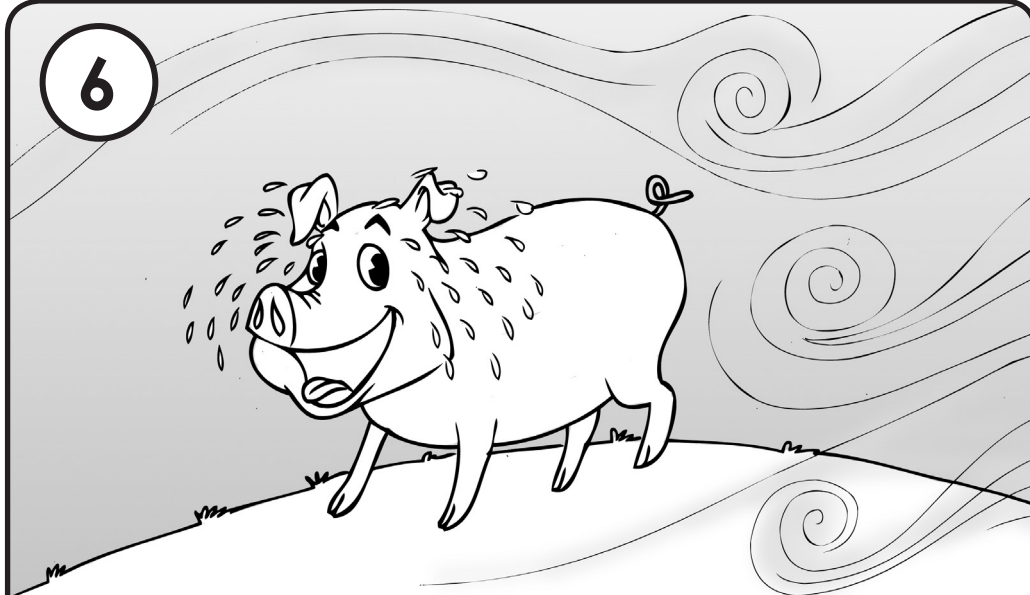
Dog runs.

5



Hog runs.

6



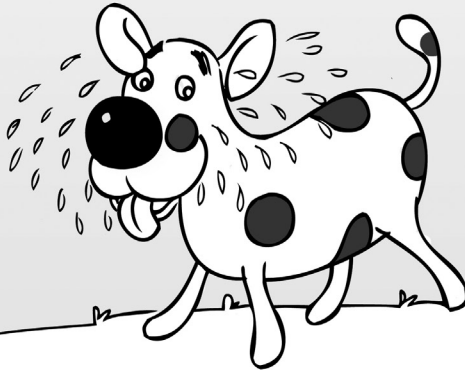
Hog gets hot.

7



Dog gets hot.

8



A hot dog.

Sight word:

ran

Read these words:

log

fog

dog

pot

not

tot

Complete the words:



d_g



h_g



h_t d_g

1

Peg

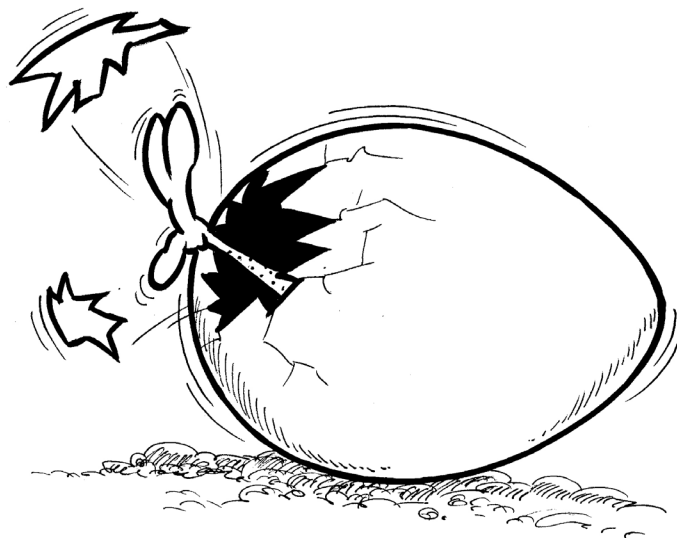


2



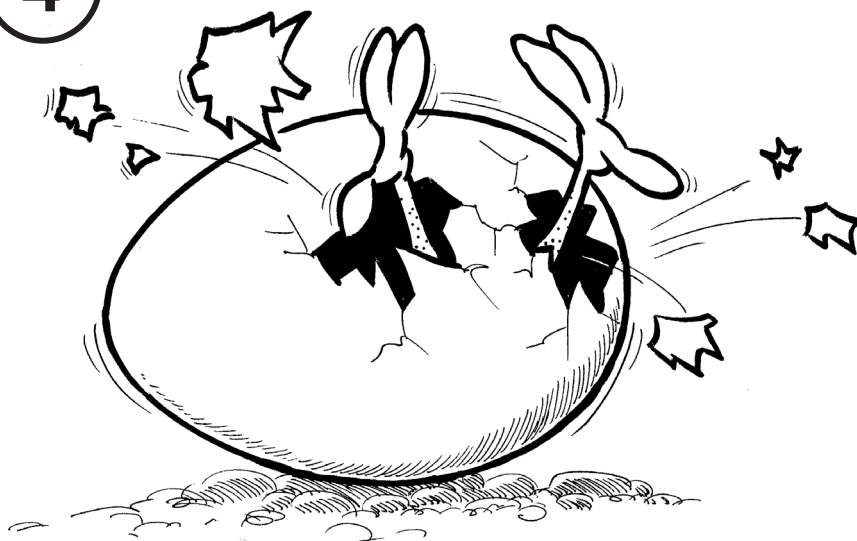
An egg.

3



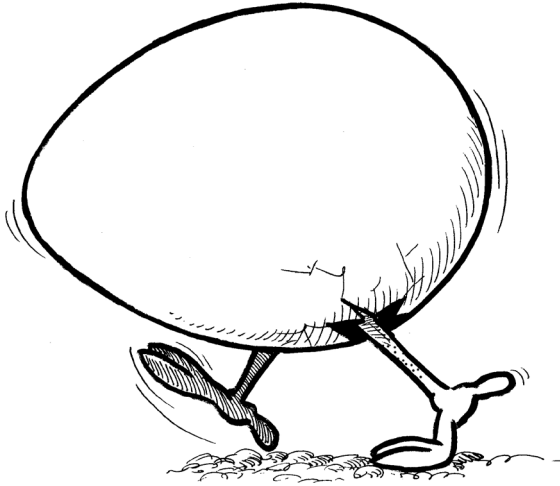
A leg.

4



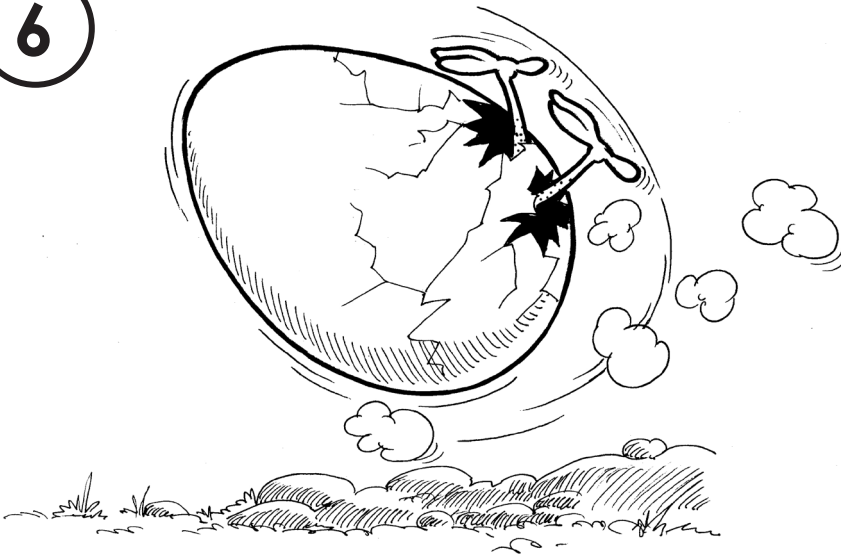
Two legs.

5



Go egg!

6



Oh no! Egg.

7

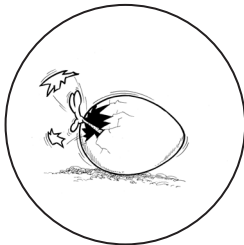


Hello, Peg.

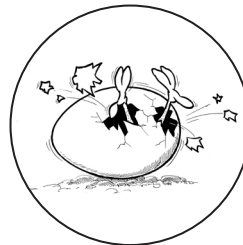
Complete the words:



P_g



A l_g



Two l_gs

1

The Pet



2



Jed

3



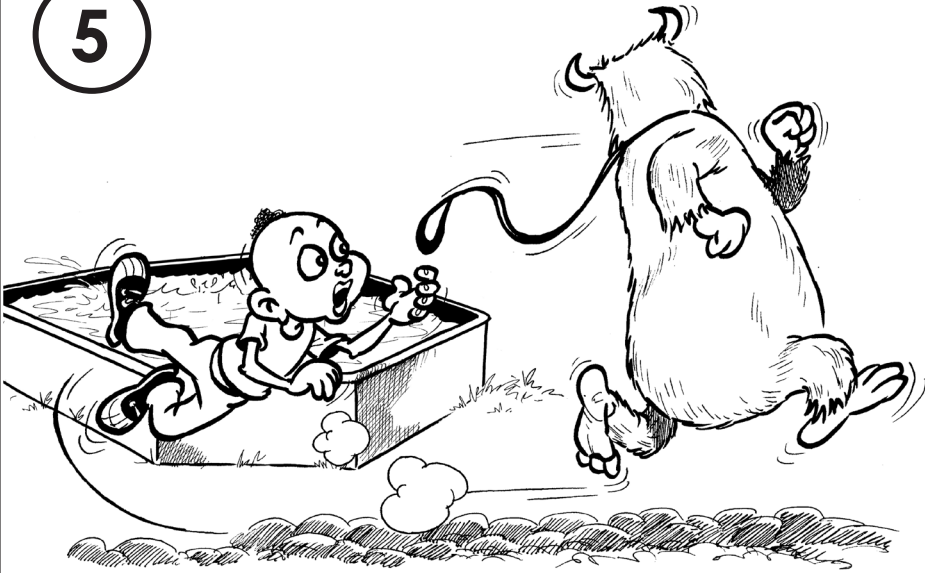
The pet.

4



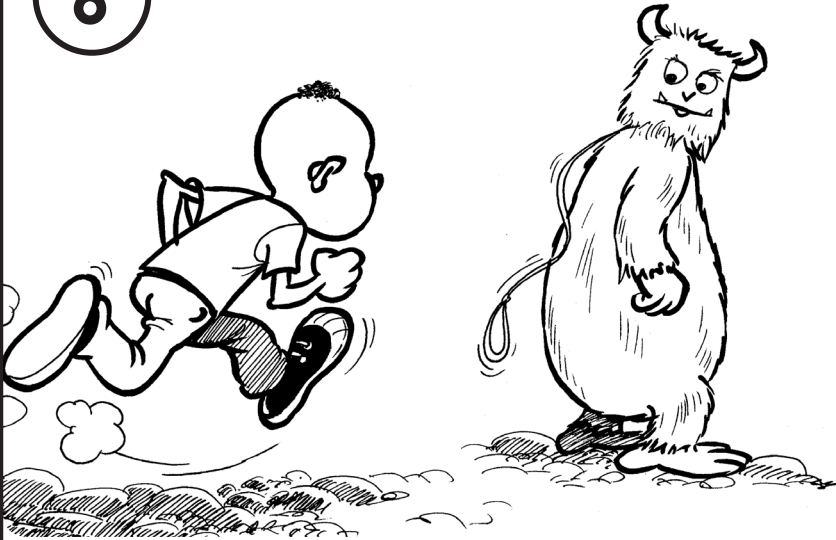
Jed and pet.

5



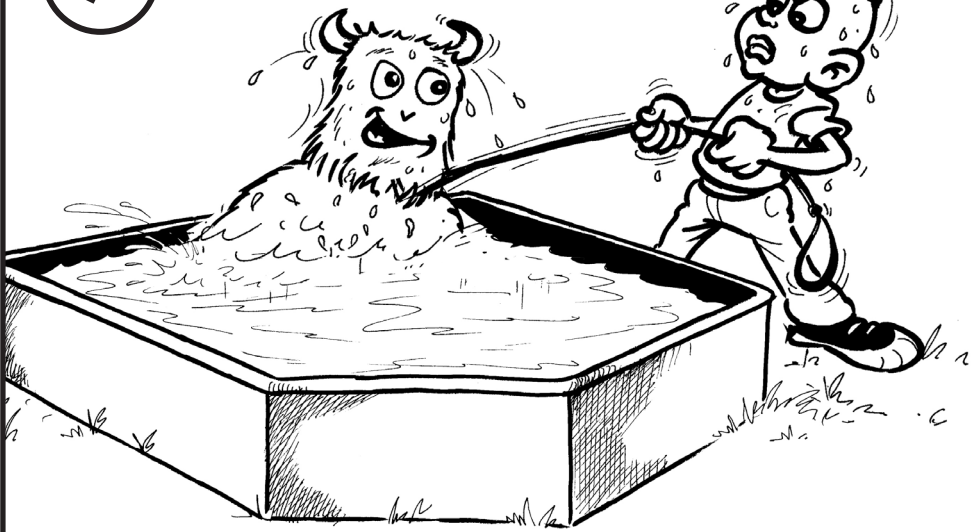
Oh no! Pet.

6



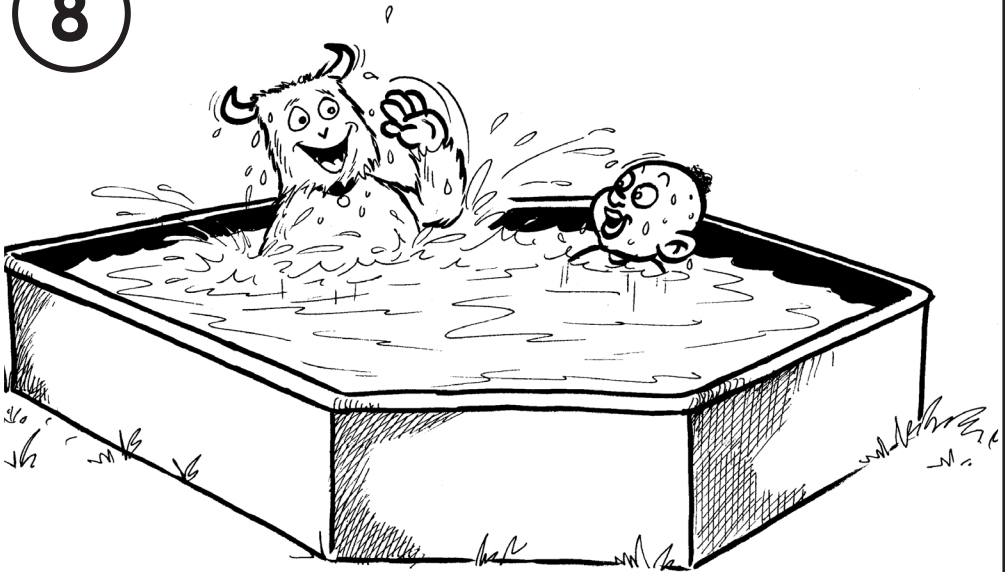
Get the pet.

7



Pet is wet.

8



Jed is wet.

Sight words:

and

Complete the words:



J__d



p__t

Read these words:

pet wet and

Complete the sentences using the words.

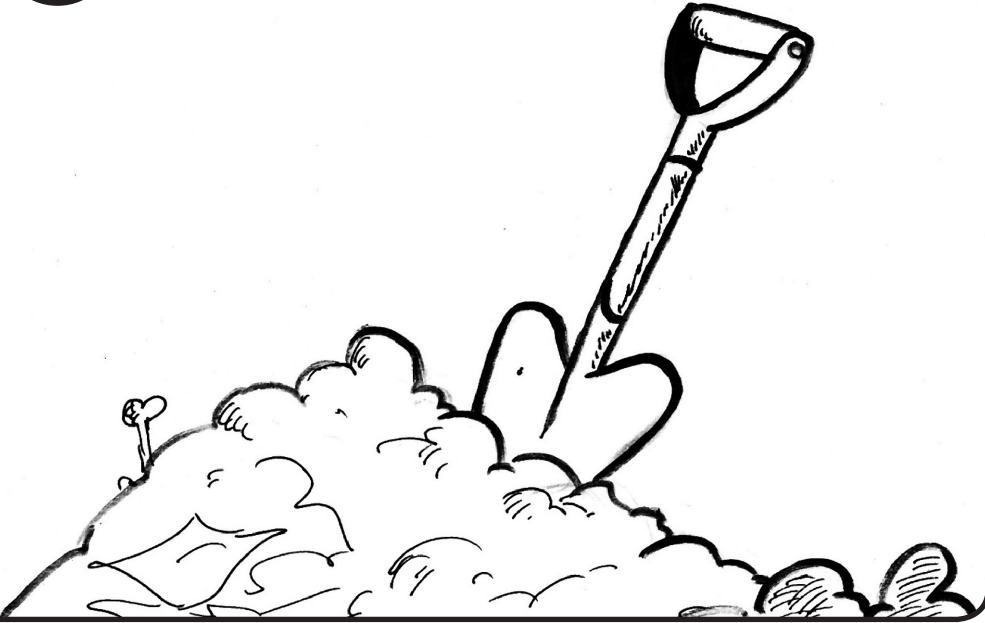
Jed _____ pet.

_____ is wet.

Jed is _____.

1

Dig



2



Kim

3



Jim is big.

4



Kim digs.

5



Big Jim digs.

6



Dig, dig, dig.

7



Rip!

8



Jim sits.

9



Kim wins.

Sight word:

is

Complete the words:



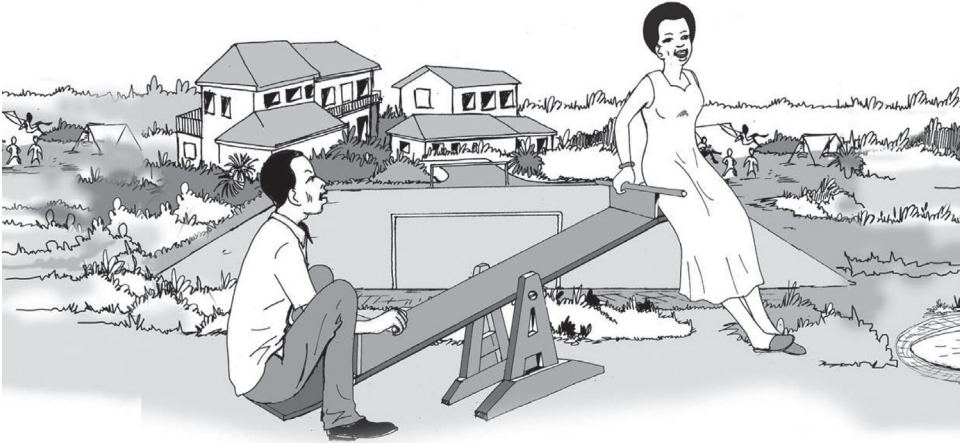
B_g J_m.



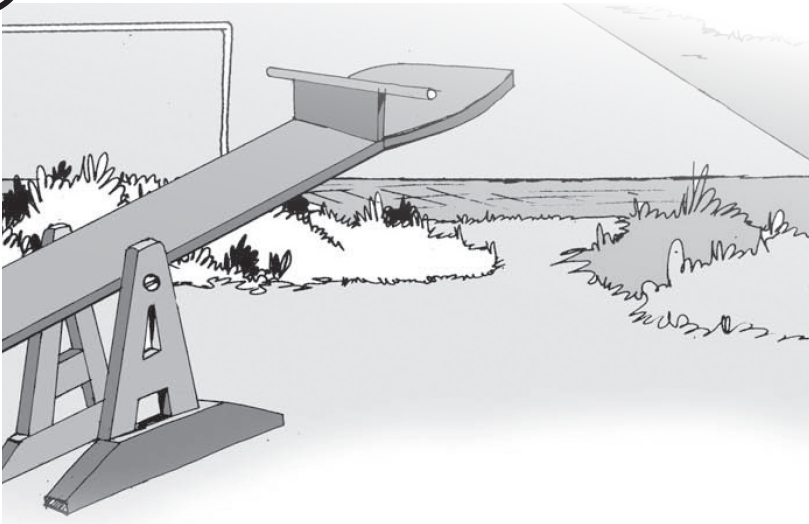
K_m d_gs.

1

Up and Down

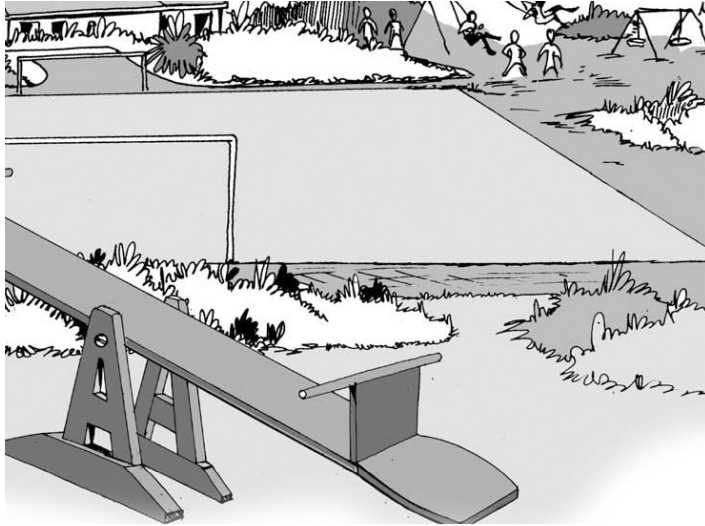


2



Up.

3



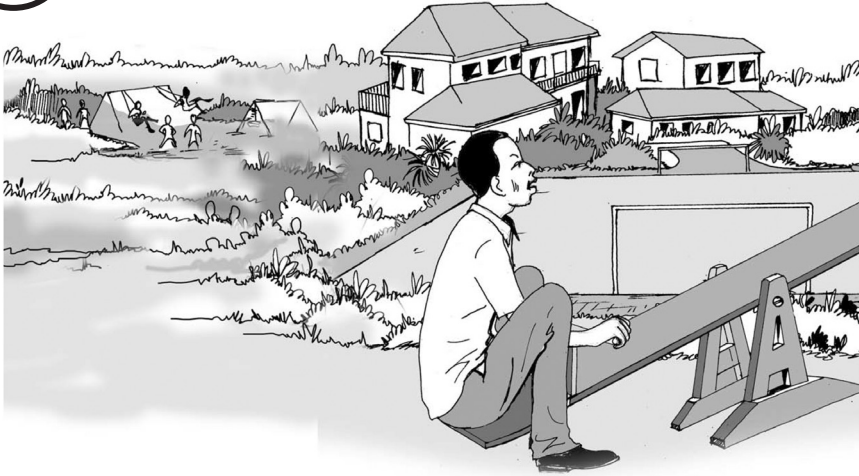
Down.

4



Mum is up.

5



Dad is down.

6



Dad is up.

7



Mum is down.

8



Mum jumps.

9

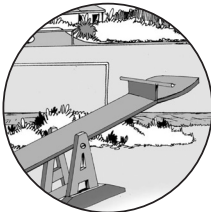


Dad goes down.

Sight word:

down

Complete the words:



__p



m__m



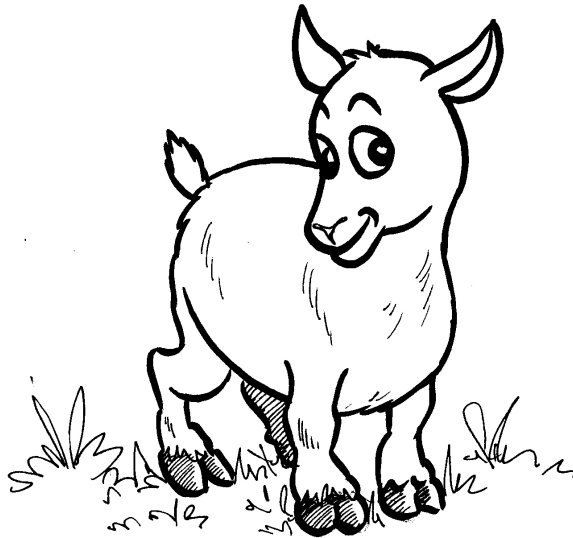
j__mp

1

Get in the Tub



2



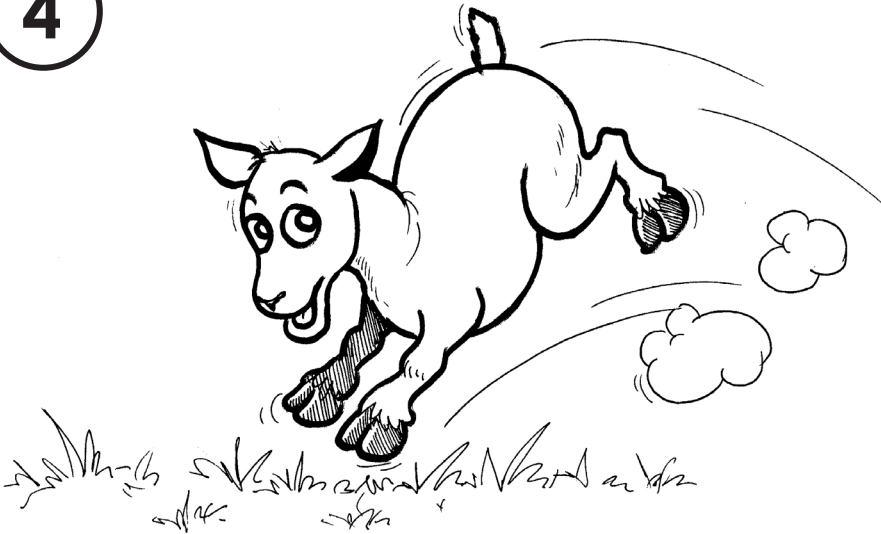
The kid.

3



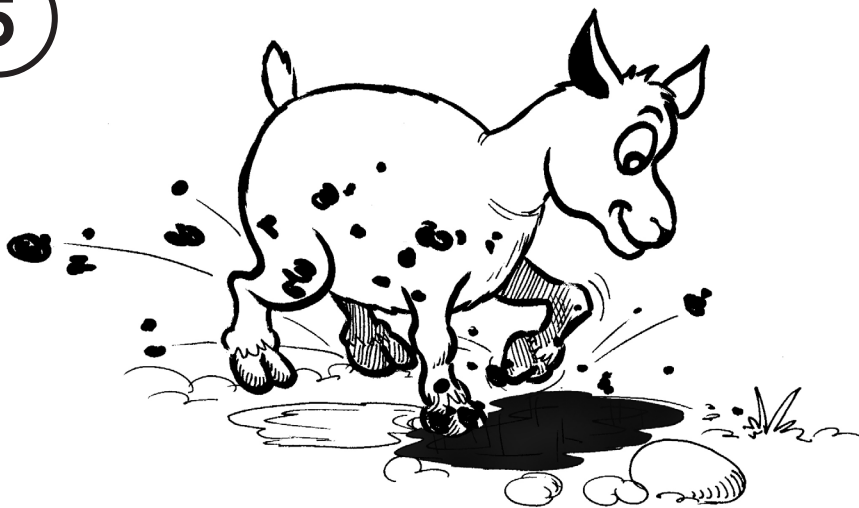
The kid sits.

4



The kid runs.

5



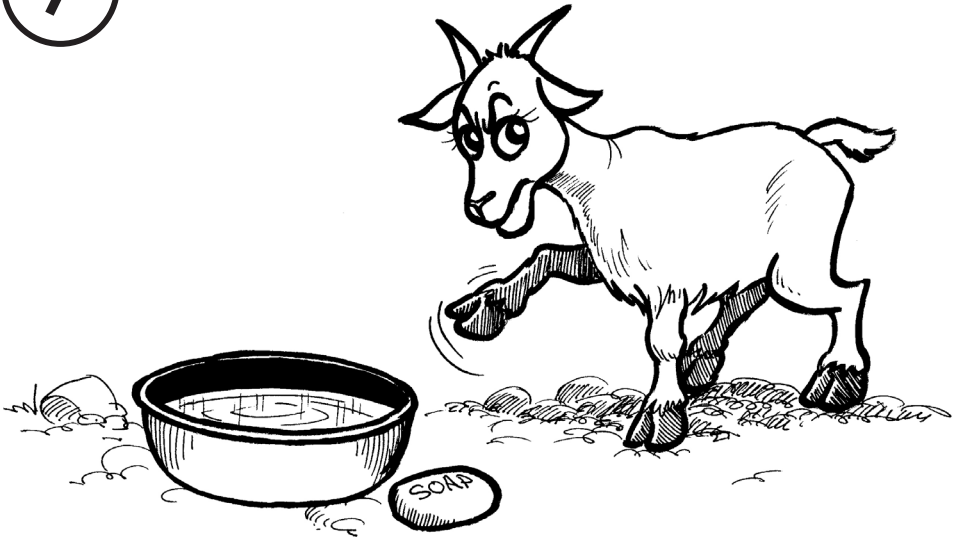
The kid digs.

6



Oh no! Kid.

7



Get in the tub!

8



Rub in the tub.

9



The kid hugs.

Sight word:

in

Complete the words:



h__gs



k__d



r__b



s__ts

1

Liz and a Pot

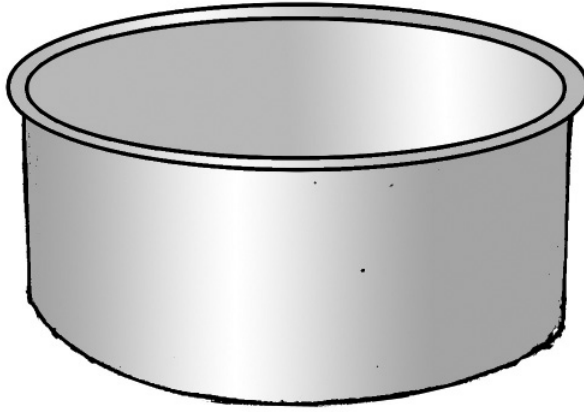


2



Liz.

3



A pot.

4



Liz has a pot.

5



This pot is hot.

6



Liz is not hot.

7



This is a lot.

8



Get up! Liz.

9



Liz is hot.

Sight word:

this

Read these words:

pot

hot

lot

cot

not

tot

1

I Can



2



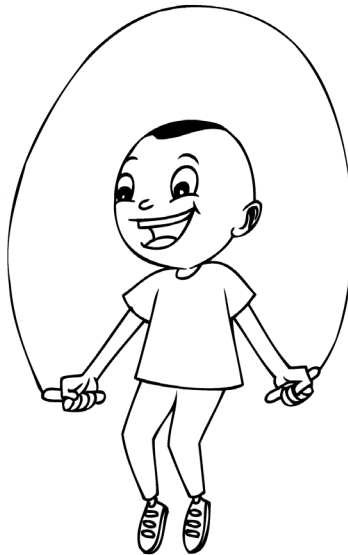
I can jump.

3

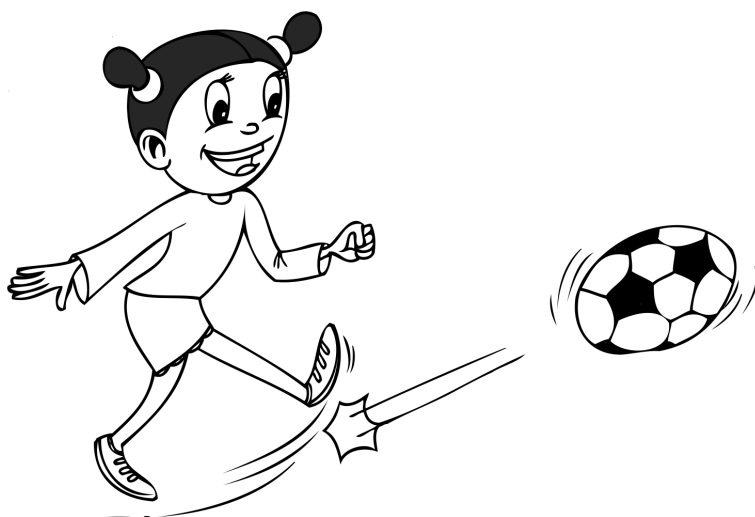


I can sing.

4



I can skip.



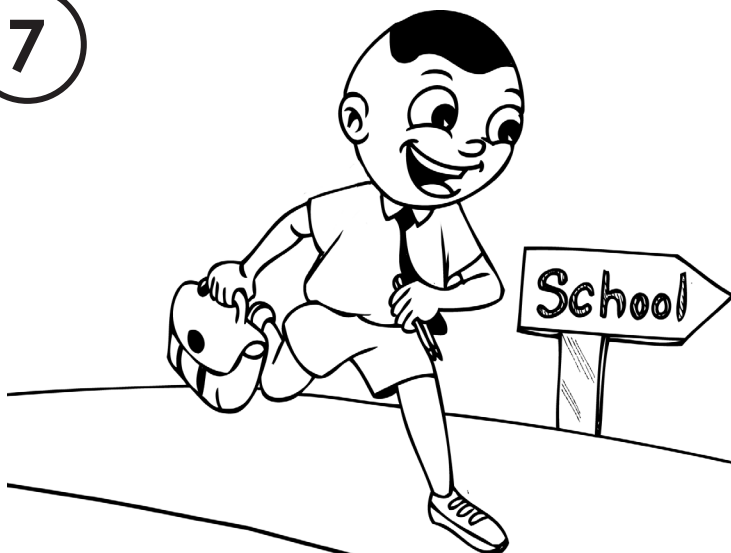
I can kick.

6



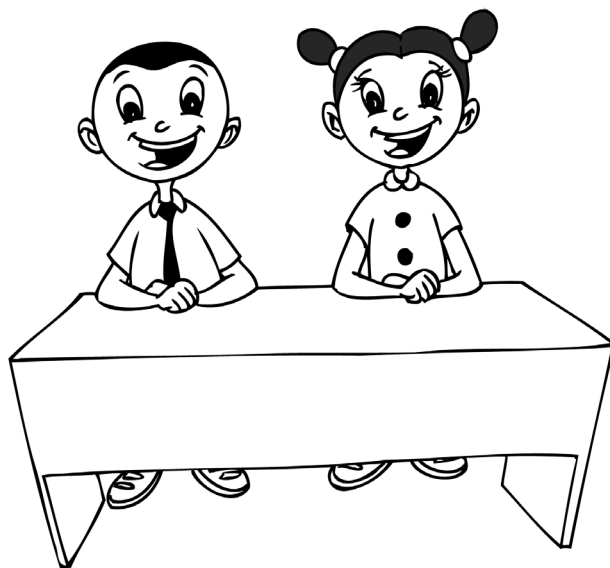
I can go.

7



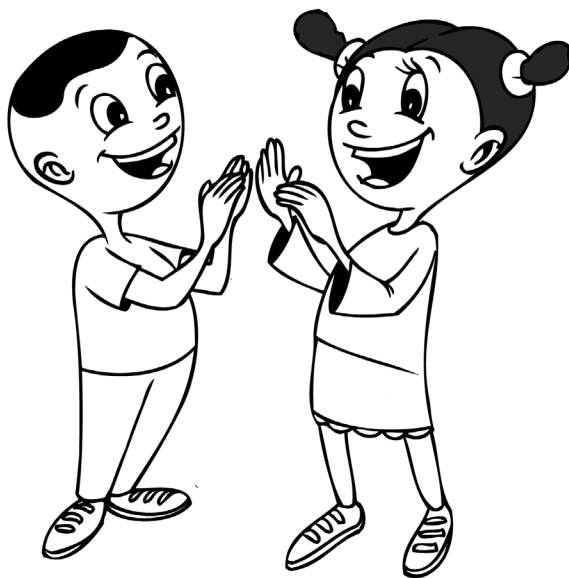
I can run.

8



I can sit.

9



I can clap.

10



I can read.

Sight word:

can

Read these words:

kick

sing

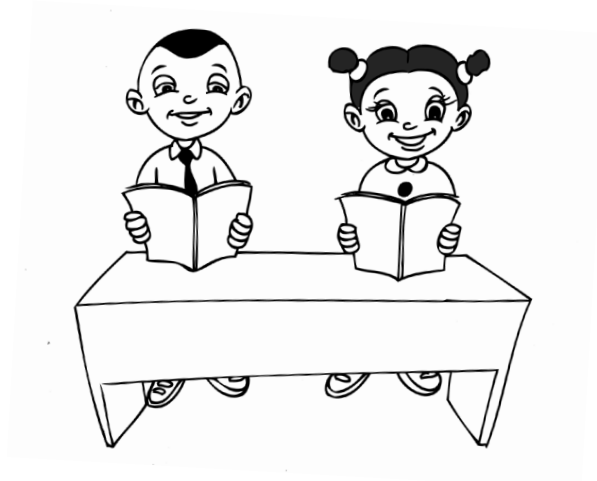
hit

pick

ring

kit

Complete the sentence:



I ____ read.

